

## TEACHING DOSSIER

Konstantin Kilibarda

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### **POLS 4910 3.0 Section M - Winter 2012 Violence and Security Capstone**

**Instructor Name:** Konstantin Kilibarda

**Course Times:** Thursdays 7:00-10:00

**Course Location:** Vari Hall 3005 (VH 3005)

**Office Hours:** Thursday 1:30-2:30 or by appointment

**Office Location:** Office 736, York Centre for International  
and Security Studies (YCISS), York Research Tower (YRT)

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#### **Course Description**

This course is designed to familiarize students with a selection of interventions on violence and security in a way that allows them to integrate and synthesize their previous three years of undergraduate study in Political Science. Students are expected to have a reasonable grasp of contemporary problems related to questions of violence and security in their global and local contexts and should be able to consider the course texts in relation to these problems. The course provides theoretical and disciplinary frameworks in which to consider issues of violence and security. The overall aim of the course is to familiarize students with the lived consequences of violence and security in everyday global political life, and to provide a selection of frameworks in which that violence is made theoretically and intellectually intelligible. To this end, both theoretical frameworks and current events are highlighted in alternating weeks.

#### **Course Objectives**

This course aims to provide students with a thematic ‘cap’ on their undergraduate Political Science experience. All students in the course are fourth-year honours Political Science majors. The course is therefore an opportunity for students with similar backgrounds of study to explore the issues raised by the course material in a coherent and mutually beneficial way. The course is designed to contribute toward students’ continuing capacity to critically analyze the politics of violence in every day life, and to consider how the desire for security may itself stand as the primary source of violence in the global context. By the end of the course, students will be familiar with a range of sources documenting the multiple contexts through which violence and security intersect and be empowered to consider alternatives. Students will present their ideas both individually and in a group setting, and will continue to develop their skills in research, writing, and the presentation of original argument in discussion and in their written work.

#### **Course Requirements**

##### **Format**

The course will be conducted as a weekly 3-hour seminar. Honours-level seminars require that students read and participate actively and regularly in seminar discussions. If you do not read, you will be unable to participate effectively in the seminar. This course does not provide lectures. It is a small-group, critical discussion setting.

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## Assignments

### **Participation: 10% (on going)**

Student participation is crucial to the success of the seminar. You are expected to read and participate fruitfully and usefully in class discussions. Please keep your interventions on-topic, related to course readings, to other courses and/or experiences you have had that are relevant to the discussion. Remain respectful of your peers at all times. No racist, sexist, homo/trans-phobic, and ableist language will be tolerated in class.

### **Weekly Reflection on the Readings: 20% (on going)**

Your effective participation is assured by the submission of a weekly written reflection on the readings for that week. The weekly reflection pieces should be based on your thoughts about the week's readings (for example: What did you like/dislike about the readings? Do you agree with the authors? Is there a common theme/issue and how is it relevant to current manifestations of violence/security in the world? Do you see any relevance of the week's readings in your everyday life?). This assignment should be no more than 1 single-spaced page each week (around 400-500 words, Time New Roman font, 12 point), and does not require outside research. Each response piece is worth 2% of the final grade. You are expected to submit responses for the 10 weeks of assigned readings at the beginning of the relevant class (no late submissions will be accepted barring special circumstances). If you take the assignment seriously, you should not have any difficulty accumulating a strong average in this area. An effective analytical summary of the readings for the week, along with your own assessment of their merits, should in turn assure strong participation in the class. Thus, good standing for 30% of your final grade should be a relatively simple accomplishment.

### **Presentation: 20% (on going)**

Student teams will lead discussions during the first hour of each seminar. These will be prepared and presented by groups of two or three students (depending on class enrolment). Please take the opportunity to be creative in relation to the material, and to include (where and if applicable) ideas and issues raised in other relevant Political Science courses you have taken or from your own personal experience. The first 15 minutes of class time – and no more - should be geared towards a review of the readings for the week. The remaining 45 minutes of the presentation will be focused on the ability to animate discussion of the week's readings around the main claims made in the articles. Further details on this assignment are attached to the end of this outline.

### **Major Essay Outline with Annotated Bibliography: 20% (due March 1)**

This is a classic essay proposal plan with annotated bibliography. It should be 3 double-spaced pages in length and should indicate what, *exactly*, the essay will be arguing, how it will anticipate and respond to critique, and what sources have been identified to date. You should include short descriptions of the material you have read (i.e., annotate your bibliography with at least five sources). You will be graded on the coherence, feasibility, and thoroughness of the proposal. Note: it is understood that proposals may change slightly as the research progresses. This is normal and not a cause for panic. Details on what should be included are attached to the end of this outline.

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## **Major Essay: 30% (due April 2)**

This is the classic, argumentative essay. It should be 15 double-spaced pages in length (around 4000 words), and you must submit an essay plan with annotated bibliography as ‘clearance’ before you begin major writing (see above). I will not accept essays that have not been cleared first through the essay outline exercise, so plan-ahead and don’t start writing until your topic has been approved.

\*\* Word counts and page limits: you must use Times New Roman (12 point) font for all your assignments. Each assignment should include a final word count.

\*\*Extensions: all assignments are due in the class on the dates indicated. Undocumented late submissions will lose 2% per day, including weekends (i.e., 4% for weekends). Receipt will be acknowledged either by hand delivery to the instructor, or as per the date stamped by the department on the course drop box (if used). Please note that extensions will only be granted in advance and in cases where documentation is provided. Documentation includes a note from a doctor’s office indicating *clearly* how long the student’s illness affected her or his performance (a note simply indicating visit to a clinic is not sufficient). It is understood that personal circumstances may affect student performance. If you face personal circumstances that prevent you from completing course requirements in a timely manner, please inform me immediately. The university also provides resources to assist students facing difficult personal circumstances.

## **Seminars and Readings**

\*\*Please note: The course kit is the only required text for the course.

## **SCHEDULE OF CLASSES**

### **INTRODUCTION - REFRAMING VIOLENCE AND SECURITY**

#### **WEEK 1 - Introduction to the Course**

- **In-class video:** *Reading the Riots* (20 mins).

### **PART I - COLONIAL ROOTS OF VIOLENCE**

#### **WEEK 2 - Colonial and Racist Violences**

- Fanon, Franz. ‘On Violence’ in *The Wretched of the Earth*. pp.1-62.
- Guardian book review of Mike Davis’ *Late Victorian Holocausts*.
- NYT book review of Adam Hochschild’s *King Leopold’s Ghosts*.

#### **WEEK 3 - The War on Terror and Neocolonial Interventions**

- Asad, Talal. ‘Thinking About Terrorism and Just War’ in *Cambridge Review of International Affairs*. Vol. 23, No. 1, 2010, pp. 3-24.
- Barkawi, Tarek. ‘On the Pedagogy of Small Wars’ in *International Affairs*. Vol. 79, No. 5. October 2003. pp. 19-38.
- Razack, Sherene. ‘Savage Wars of Peace’ in *Dark Threats, White Knights*. pp.1-15.

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### PART II – SECURING PROPERTY: CAPITALISM AND VIOLENCE

#### WEEK 4 - The Violent Origins of Capitalism?

- Marx, Karl. *Capital, Volume 1*. Pp. 873-904, pp.927-930.
  - Ch. 26: ‘The Secret of Primitive Accumulation.’
  - Ch. 27: ‘The Expropriation of the Agricultural Population from the Land.’
  - Ch. 28: ‘Bloody Legislation Against the Expropriated since the End of the Fifteenth Century. The Forcing down of Wages by Act of Parliament.’
  - Ch.32: ‘The Historical Tendency of Capitalist Accumulation.’

#### WEEK 5 - Neoliberal Enclosures and Accumulation by Dispossession

- Harvey, David ‘The ‘New’ Imperialism: Accumulation by Dispossession’ in *Socialist Register* (2004). Read intro pp. 63-64 and pp. 73-83.
- Federici, Silvia. ‘The reproduction of labour-power in the global economy, Marxist theory and the unfinished feminist revolution’ UC Santa Cruz Seminar Series. Read following sections: Introduction, Section 3, Section 4. pp.1-2, pp.8-17.
- Oakland institute. ‘Understanding Land Investment Deals in Africa.’ pp.1-6.
- Bodies of men shot at Barrick mine stolen and dumped by police. (Toronto Star).
- Papua New Guinea: Serious Abuses at Barrick Gold Mine. (Human Rights Watch).
- **In-class video:** *Crisis in the Congo: Uncovering the Truth* (30 mins).

### PART III - THE STATE AND SECURITY

#### WEEK 6 - Populations - Imposing Discipline and Control

- Foucault, Michel. ‘Panopticism’ in *Discipline and Punish*. pp.195-228.
- Deleuze, Gilles. ‘Society of control.’ pp.1-4.
- Iraq Diary: Fallujah’s Biometric Gates. (Wired 2007).
- US army amasses biometric data in Afghanistan (watch video on Guardian website).
- Watch video at this [link](#) and take a look at DOD Biometrics Enterprise Strategy Map on the same website.
- **In-class video:** *Watched over by Machines of Loving Grace - Episode 1*. Special by Adam Curtis on BBC (1 hour).

#### WEEK 7 - Global Apartheid? Securing Green Zones and Policing Slums

- Davis, Mike. ‘Planet of the Slums’ in *New Left Review*. Iss. 26. Mr-Apr 2004. pp.5-34.
- Klein, Naomi. ‘Disaster Apartheid: A World of Green Zones and Red Zones’ in *The Shock Doctrine*. Ch. 20. pp. 406-422.
- Cairo's gated compounds show rich-poor gulf. (Reuters 2008).
- Thesis: Neoliberal policies, urban segregation and the Egyptian revolution. (website).
- **In-class video:** *Sweet Crude* (30 mins).

### PART IV – SECURING GENDER, GENDERING VIOLENCE

#### WEEK 8 - Patriarchy, Heterosexism and Security

- Butler, Judith. ‘Subjects of Sex/Gender/Desire’ in *Gender Trouble*. pp.1-34.

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- Puar, Jasbir. ‘Monster, Terrorist, Fag: The War on Terrorism and the Production of Docile Patriots’ in *Social Text*. Vol. 20. No. 3. pp.117-148.
- Puar, Jasbir. “To be gay and racist is no anomaly” in *The Guardian* and “Israel’s gay propaganda war” in *The Guardian*.

### **WEEK 9 - Settler Colonialism, Sexual Violence and Missing Indigenous Women**

- Smith, Andrea. ‘Sexual Violence as a Tool of Genocide’ in *Conquest: Sexual Violence and American Indian Genocide*. pp.7-34.
- Amnesty International. *Stolen Sisters: Discrimination and Violence Against Indigenous Women in Canada*. pp.1-19.
- McLintock, Anne. ‘No Longer in a Future Heaven: Nationalism, Gender and Race’ in *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest*. pp.352-389.
- **In-class video:** *Survival, Strength, Sisterhood: Power of Women in Vancouver’s Downtown Eastside*.

## PART V – THE LAW AND VIOLENCE

### **WEEK 10 - Sovereign Exception, Necropolitics and Precarious Life**

- Agamben, Giorgio. ‘State of Exception’ in *State of Exception*. pp.1-7.
- Mbembe, Achille. ‘Necropolitics’ in *Public Culture*. Vol. 15, Iss. 1. pp.11-40.
- Butler, Judith. ‘Precarious Life’ in *Precarious Life*. pp.128-151.

### **WEEK 11 - The US-Mexico Border – Surveillance, Detention and the Racialized Policing of National Identity**

- Nagengast, C. ‘Inoculations of Evil in the US-Mexican Border Region’ in A. L. Hinton. *Annihilating Difference. The Anthropology of Genocide*. pp.325-347.
- Rosas, G. ‘The Thickening of Borderlands. Diffused Exceptionality and ‘Immigrant’ Social Struggles during the ‘War on Terror’ in *Cultural Dynamics*. Vol.18, no. 3. pp.335-349.
- Bills Modelled After Arizona’s SB 1070 Spread Through States (website).
- NOII resource list on history of racially exclusive Canadian laws (website).
- **In class video:** *How to Solve ‘Illegal’ Immigration / Pinky Show* (15 mins).

## CONCLUSION – THINKING OF ALTERNATIVES

### **WEEK 12 - Re-imagining Security: Popular Responses from the Ground Up**

- Round-table discussion with grassroots organizations in Toronto seeking to build alternatives to structural violence in the city. Featuring:
  - No One is Illegal (NOII)
  - Ontario Coalition Against Poverty (OCAP)
  - Jane-Finch Action Against Poverty (JFAAP)
  - Workers’ Action Centre – Toronto (WAC)